

WHITEMORE PARK MIDDLE

1808 Rhue Street
Conway, South Carolina 29527

GRADES 6-8 Middle School

ENROLLMENT 744 Students

PRINCIPAL Sylvia Jenerette 843-488-0669

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	20	15	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

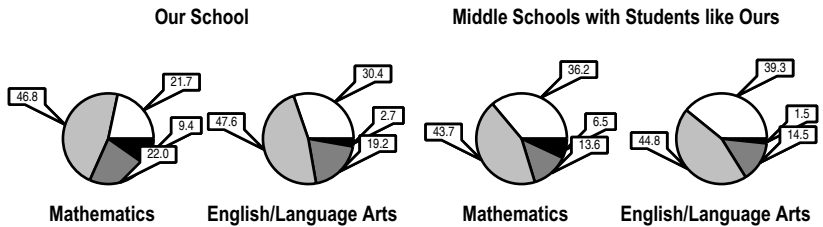
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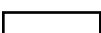
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	54	184	83
Percent satisfied with learning environment	92.3%	74.0%	80.5%
Percent satisfied with social and physical environment	92.3%	70.0%	59.8%
Percent satisfied with home-school relations	65.4%	85.6%	73.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	721	99.0	30.4	47.6	19.2	2.7	22.0	17.6
Gender								
Male	401	99.3	34.7	50.6	13.6	1.1	14.8	17.6
Female	320	98.8	24.7	44.3	26.4	4.7	31.1	17.6
Racial/Ethnic Group								
White	428	99.1	23.4	47.7	25.0	3.9	28.9	17.6
African-American	284	98.9	39.5	47.7	11.7	1.2	12.9	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	565	99.3	27.7	45.4	23.5	3.4	26.9	17.6
Disabled	156	98.1	41.9	57.3	0.8	N/A	0.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	721	99.0	30.1	47.7	19.4	2.8	22.2	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	716	99.0	29.9	47.7	19.6	2.8	22.4	17.6
Socio-Economic Status								
Subsidized meals	505	99.0	34.2	49.5	14.6	1.6	16.2	17.6
Full-pay meals	216	99.1	21.1	43.6	29.9	5.4	35.3	17.6

Mathematics								
All students	721	100.0	21.7	46.8	22.0	9.4	31.5	15.5
Gender								
Male	401	100.0	22.4	48.2	20.1	9.3	29.5	15.5
Female	320	100.0	20.2	45.1	24.9	9.8	34.7	15.5
Racial/Ethnic Group								
White	428	100.0	13.2	46.2	27.8	12.7	40.5	15.5
African-American	284	100.0	33.5	47.9	14.0	4.7	18.7	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	565	100.0	19.3	42.6	26.5	11.6	38.1	15.5
Disabled	156	100.0	32.0	64.8	3.2	N/A	3.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	721	100.0	21.4	46.8	22.3	9.5	31.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	716	100.0	21.2	46.8	22.5	9.5	31.9	15.5
Socio-Economic Status								
Subsidized meals	505	100.0	24.5	50.8	18.2	6.5	24.7	15.5
Full-pay meals	216	100.0	14.6	38.0	31.2	16.1	47.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	N/A	25.7	45.9	23.9	4.5	28.4
	Grade 7	218	N/A	26.0	49.8	21.4	2.8	24.2
	Grade 8	177	N/A	24.9	49.7	20.8	4.6	25.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	99.2	40.0	38.7	17.0	4.3	21.3
	Grade 7	244	99.2	24.2	56.2	18.3	1.4	19.6
	Grade 8	227	98.7	26.2	48.5	22.8	2.4	25.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	N/A	30.2	42.8	15.8	11.3	27.0
	Grade 7	218	N/A	29.6	34.3	21.3	14.8	36.1
	Grade 8	177	N/A	25.4	53.2	11.6	9.8	21.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	249	100.0	21.2	36.8	27.7	14.3	42.0
	Grade 7	244	100.0	20.5	50.9	19.5	9.1	28.6
	Grade 8	227	100.0	23.7	53.6	18.4	4.3	22.7

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 744)				
Students enrolled in high school credit courses (grades 7 & 8)	38.8%	Down from 42.8%	13.8%	14.4%
Retention rate	3.3%	Down from 7.0%	3.6%	2.3%
Attendance rate	96.1%	Down from 96.2%	94.9%	95.2%
Eligible for gifted and talented	12.1%	Up from 10.9%	13.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.7%	Up from 20.5%	15.0%	14.1%
Older than usual for grade	7.3%	Up from 5.7%	5.7%	4.9%
Suspended or expelled	4.7%	Down from 5.2%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	52.1%	Up from 44.4%	43.3%	47.1%
Continuing contract teachers	81.3%	Down from 88.9%	79.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.1%	Down from 88.5%	81.7%	84.3%
Teacher attendance rate	94.5%	Down from 94.9%	95.0%	95.0%
Average teacher salary	\$41,770	Up 4.8%	\$38,702	\$39,924
Prof. development days/teacher	12.8 days	Down from 14.9 days	10.7 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio	25.6 to 1	Up from 24.0 to 1	20.2 to 1	21.0 to 1
Prime instructional time	89.9%	Down from 90.5%	88.2%	88.9%
Dollars spent per pupil*	\$6,359	Up 2.2%	\$5,977	\$5,854
Percent spent on teacher salaries*	59.9%	Up from 57.6%	63.4%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.1%	Down from 99.1%	94.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whittemore Park Middle School is proud to report the accomplishments achieved during the 2002-2003 school year. Increasing student learning is always our primary goal; however, both students and staff were also engaged in activities designed to foster personal growth in areas of community involvement, service learning projects and the arts.

Our school experienced a rewarding year in 2002-2003. The year began with our school being recognized by the State Department of Education as a Palmetto Gold Award winner. This program recognizes schools for their exceptional student academic performance. We also received The First In Class Award for having the highest absolute rating among schools in South Carolina with similar student characteristics as reflected on the 2002 State Report Card "Schools Like Us" grouping. Various other awards were received based upon gains achieved in PACT assessments for both English language arts and mathematics.

Our students celebrated numerous academic accomplishments. Eight students were identified as South Carolina Junior Scholars. Forty-eight students qualified to participate in PSAT testing and fifteen students participated in Duke Tip testing. Our 740 students earned over 16,000 points in the Accelerated Reader program.

The band, orchestra, and chorus programs continue to be recognized. Three students were selected for the All-County Band, one for All-County Orchestra, and nine for All-County Chorus.

Our students and staff contributed both time and money for the benefit of The American Heart Association, The March of Dimes, the Leukemia and Lymphoma Society, and for soldiers serving in Iraq.

Our Parent Teacher Organization (PTO) was very active. They provided funds that supported student incentive programs, sponsored nineteen events, and provided needed materials for teachers and students.

Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students and to prepare them to be positive productive members of society.

Sylvia Jenerette, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.